Activity List

#1—During Language Arts class. Students will have just been read the story of “Alexander, Who Was Rich Last Sunday”. A mini lesson on what makes a good short story will be given along with instructions to write their own short story about a time when they had money and had to decide what to buy with it.

#2—During math class, students will do an activity that relates to the book that was read in the read aloud from the morning. The book will be read again but this time students will keep track of how Alexander spends his money throughout the story by listing the amounts as they hear them and the item he purchased with it. They will do this in their math journals. This activity will allow them to add and subtract using decimals.

#3—During math class, after reading “Uncle Jed’s Barbershop”, students will discuss the following questions:

What was Uncle Jed saving for?

What goods or services have you saved for?

What did Uncle Jed give up for Sarah Jean? Explain that this is opportunity cost.

Handout the activity sheets (included in this unit) and have the students do the activity.

#4—Students have just been read “The Donut Chef”. Break them into groups to discuss the following scenario:

You are the business owner of a candy shop that sells peanut butter cups. You are making a lot of money until one day a lady moves into the community and decides to sell peanut butter cups too. Soon your profits are diminishing and you are close to losing your business. What are some things that you can do?

Give them about 15 min. to talk about it and then have one student from each group list the options on the board. As a class discuss the options listed and decide which one would be best.

#5—Read aloud the poem “Smart” by Shel Silverstein. Have the students read the poems to a partner while using money manipulatives to account for the money in the poem. Poem is attached to sources paper.

#6—After reading “If you Made a Million”, have students write a paragraph about what they would do or buy if they made a million. Try having them incorporate as many goods and services from the local community into their paragraph as they can.

#7—During Math class have the students take a pole of each class member and then make a graph out of the things that the class decided to buy with their million.

#8—Ten Mile Day Activity (See attached) During Math and Science combined.

Activity #9—Estimation using grocery receipts brought from home. (See attached).

Activity #10-- <http://www.econedlink.org/lessons/index.php?lid=468&type=educator>

This activity allows students to choose a pet and decide the necessary needs and make a budget to obtain those needs for their pet.

Activity #11—<http://www.aaamath.com/mny313x2.htm>

This activity allows students to make change for purchases.

Activity #12-- <http://www.wtvi.com/math/mathshop.html>

Allows students to virtually shop online and use math skills to make change and buy items.

Natural Resource Activities

<http://www.brainpopjr.com/science/conservation/naturalresources/grownups.weml>